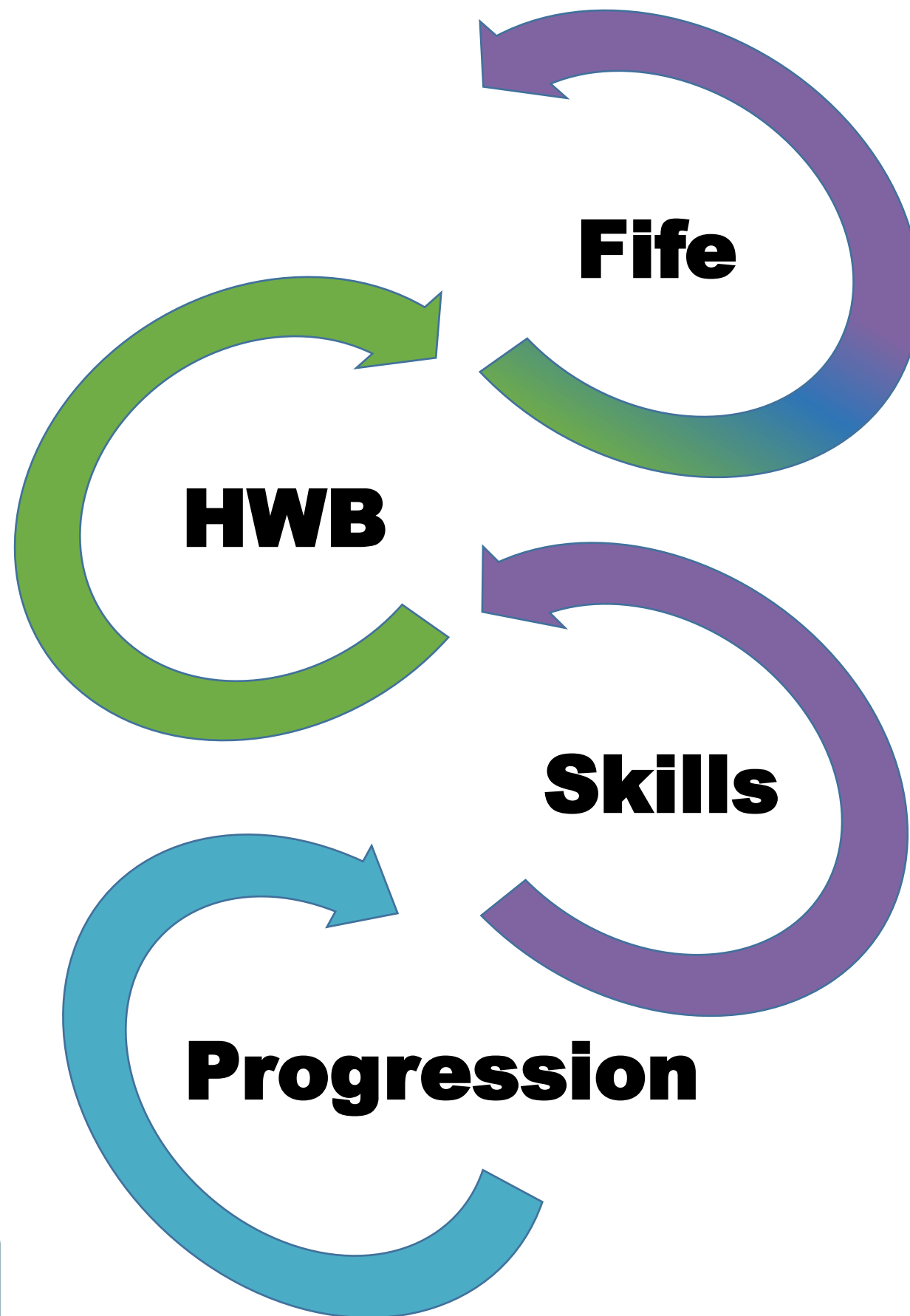




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This programme is extensively based on the guidance and recommendations of Scotland's Curriculum for Excellence and Benchmarks set out by Education Scotland.

We would like to thank Dundee City & West Lothian who have supported the development of this resource through sharing of good practice.

Finally, we would like to thank the Fife HWB Pathway Working group and the many other Fife practitioners who provided such useful feedback to inform the pathway. This has been crucial in ensuring that the pathway is cohesive, progressive and practical.

Unlike many resources that present HWB & PSE skills as discrete, logically ordered and prioritised, these progressions allow for a fluidity of approaches that facilitate the opportunity for learners to think creatively and independently.

The HWB pathway has, at same time, been designed to support practitioners to plan in a structured, progressive and coherent way. Using these shared standards and expectations within and across schools, clusters and Local Improvement Forums throughout Fife will ensure that all learners have an equitable and engaging experience to progressively develop important skills for their learning, life and work.

Introduction

HWB Responsibility of All

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area. *(Building the Curriculum 1)*

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. Robust policies and practice which ensure the safety and wellbeing of children should already be in place. Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concentrated approach; schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs.

GIRFEC & The Wellbeing Indicators

When planning & delivering the HWB curriculum, practitioners should take into account the GIRFEC principles, ensuring programmes are rights-based, strengths-based, holistic and adaptable enough to take account of stage of development and the complexity of each child or young person’s individual life circumstances. The Wellbeing Indicators should also be taken into account and run as a golden thread throughout each progression pathway, ensuring that they are context based.

Safe	Protected from abuse, neglect or harm at home, at school and in the community.
Healthy	Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy, safe choices.
Achieving	Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.
Nurtured	Having a nurturing place to live in a family setting, with additional help if needed, or where not possible, in a suitable care setting.
Active	Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.
Respected	Having the opportunity, along with parents and carers, to be heard and involved in decisions that affect them.
Responsible	Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.
Included	Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.

Nurturing Approaches in Heath & Wellbeing

Ensuring learners feel a sense of safety & belonging leads to better engagement with learning and final outcomes. A focus on nurturing approaches can enable practitioners to effectively support all children and young people. Engaging with Education Scotland’s [Applying Nurture as a Whole School Approach](#) or Fife’s How Nurturing Is Our School Toolkit offers information and a range of self-evaluation tools for settings to reflect upon. There are also a number of ways to gather feedback from learners about their social & emotional wellbeing. These include Fife’s Wellbeing Questionnaire and Resilience Toolkit, Glasgow’s Motivation and Wellbeing Profile & Stirling’s Wellbeing Scale.

Learning in Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children and young people.

Effective learning and teaching in Health and Wellbeing

Effective learning and teaching in health and wellbeing:

- engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- takes account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse
- uses a variety of approaches including active, cooperative and peer learning and effective use of technology
- encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment
- encourages children and young people to act as positive role models for others within the educational community
- leads to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- helps to foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship
- harnesses the experience and expertise of different professions to make specialist contributions, including developing enterprise and employability skills.

In Fife, the [Our Minds Matter framework](#) underpins our learning and teaching across a continuum of universal, additional and intensive support. We also embed the 5 Ways to Wellbeing approach within the curriculum – learn, be active, connect, give and take notice. This encompasses both physical and emotional wellbeing.

Planning for Health and Wellbeing

Children's capacities to learn are shaped by their background and home circumstances as well as by their individual development. Exposure to different social and environmental influences contributes to the way that attitudes, values and behaviours are formed. These in turn affect their ability to make and take decisions.

Progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the individual, upon social issues and upon the community context. Teachers and other practitioners in planning together will take account of these factors, ensuring that experiences are relevant and realistic for the child or young person in his or her circumstances. Particularly within experiences and outcomes which span more than one level, careful planning will be required to ensure appropriate pace and coverage, and teachers and other practitioners will need to decide when and how the experiences and outcomes are introduced. Planning arrangements must ensure that these decisions are taken in the best interests of each child and young person and take account of his or her social and personal circumstances, as necessary. It is expected that due to the nature of the health and wellbeing curriculum, the skills and knowledge embedded will be revisited regularly through both new and unfamiliar contexts whilst each individual learner is making progress appropriate to their circumstances.

The statements of experiences and outcomes in health and wellbeing reflect a holistic approach to promoting the health and wellbeing of all children and young people. They are consistent with the United Nations Convention on the Rights of the Child, which sets out the right for all children and young people to have access to appropriate health services and to have their health and wellbeing promoted.

Some ELCs and Schools may already be recognised in this area by the Rights Respecting Schools award. For more information [click here](#)

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.

Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concerted approach: schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs. Planning to provide and manage the many different and complementary contributions may be challenging but is needed. Each individual practitioner must be aware of his or her roles and responsibilities.

Though the delivery of a high-quality Health and Wellbeing curriculum, we can also support the drive towards achieving the 17 [Global Goals](#) by 2030 – with a particular focus on (3) Good Health & Wellbeing; (5) Gender Equality; (10) Reduced Inequalities and (16) Peace , Justice and Strong Institutions.

Whilst ensuring we promote positive Health and Wellbeing for all children and young people in our ELCs and school settings, we need to be aware of the specific needs of our care experienced learners, particularly regarding the topics of relationships and emotional wellbeing. [The Promise](#) was developed so that ALL children and young people grow up feeling loved, safe and respected.

Assessment in Health and Wellbeing

In Health and Wellbeing, assessment must take account of the breadth and purpose of the wide range of learning experienced by children and young people within this curriculum area. It will focus on children and young people's knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships, sexual health and parenthood, and their social and life skills.

Teachers and learners can gather evidence of progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From the early years through to the senior stages, children and young people's progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making.

For example:

- To what extent do they understand the role of healthy eating and physical fitness in contributing to their wellbeing?
- How well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?
- Through their involvement in planning, managing and participating in individual and group activities in school and in the community, do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?

Progression in knowledge, understanding and skills can be seen as children and young people demonstrate that they are:

- applying their knowledge and skills with increasing confidence and competence in dealing with familiar circumstances and new challenges
- developing an increasing depth of understanding of their own and others' motivations, attitudes, beliefs and behaviours
- extending the range of their relationships within and outwith the school.

Assessment should also link with other areas of the curriculum, within and beyond the classroom, offering children and young people opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts.

Partnership working

Children's and young people's learning in health and wellbeing benefits strongly from close involvement with children and young people and their parents or carers and partnership between teachers and colleagues such as home link staff, health professionals, educational psychologists and sports coaches.

Partners can make complementary contributions through their specialist expertise and knowledge. Effective partnership working:

- engages the active support of parents and carers
- reinforces work across transitions and planning across sectors
- maximises the contributions of the wider community
- draws upon specialist expertise
- ensures, through careful planning and briefing, that all contributions come together in ways which achieve coherence and progression.

Families

It's essential to recognise the important role of families in supporting the Health and Wellbeing of children and young people. This can be via the direct experiences at home and in the community but also through the discussions and interactions between children and young people and their carers. Early Learning and school settings should ensure that they work in partnership with families, promoting positive communication & reciprocal trust.

Impact of COVID/times of change & uncertainty on Health and Wellbeing

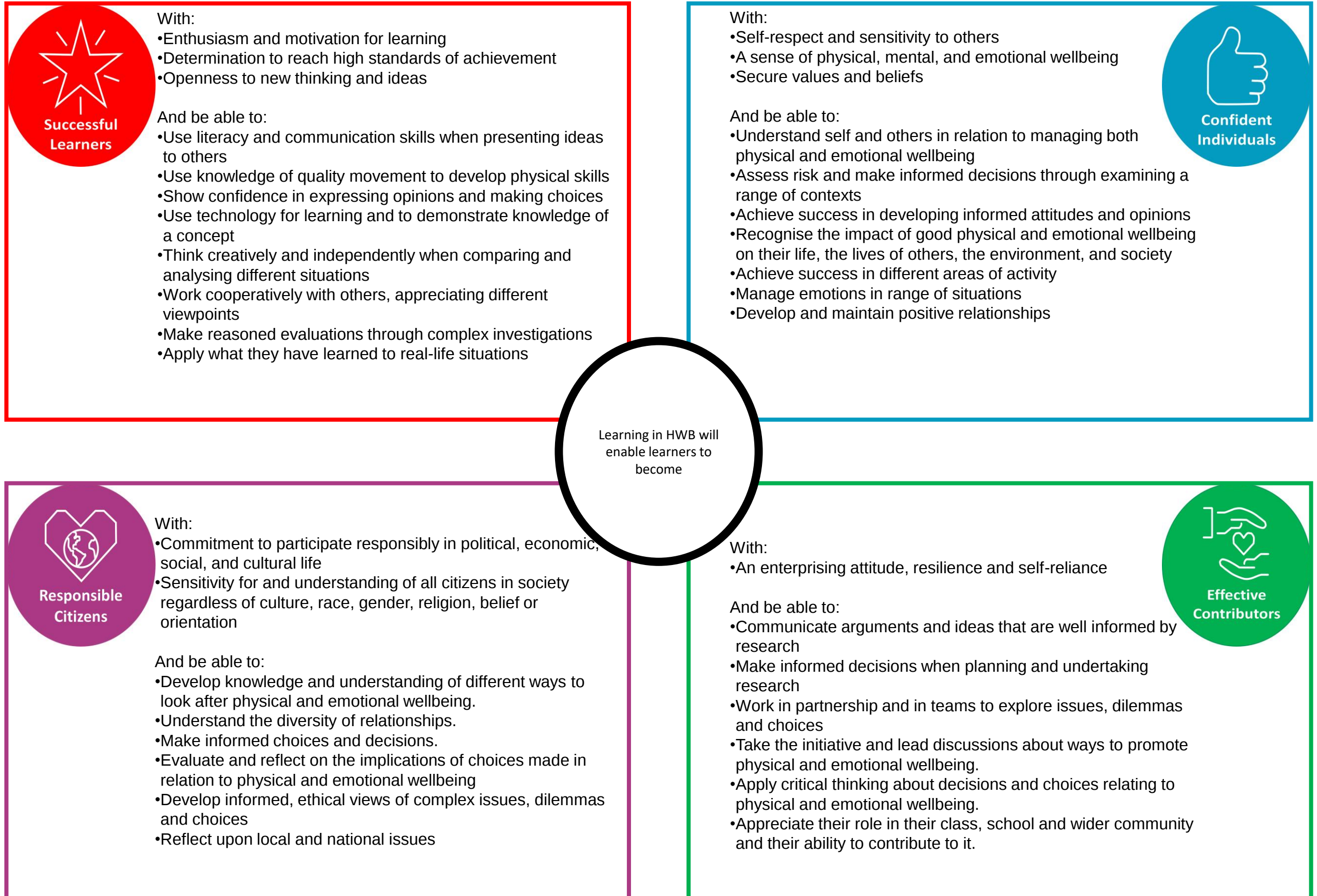
For many children and young people, the pandemic has resulted in lower levels of confidence and higher levels of anxiety.

Education Scotland recommend that schools and ELCs:

- Continue to prioritise the wellbeing of children, young people and staff as part of school improvement priorities.
- Improve further aspects of the health and wellbeing curriculum to equip children and young people with the skills and knowledge to respond to change and uncertainty.
- Build on existing arrangements to monitor and evaluate approaches to supporting wellbeing to ensure they are making a positive difference to learners.
- Maximise the contribution of partnerships, parents and the wider community to enhance staff, children and young people's wellbeing.
- Continue to support the attendance of children and young people.

As we continue through Covid recovery and beyond an increased focus on a school curriculum which supports learner skill development in achieving improved emotional wellbeing and resilience is essential.

HWB and the Four Capacities



How to use the Health and Wellbeing Progression Pathway

The Fife Health and Wellbeing (HWB) Progression Pathway has been devised and aligned with the experiences, outcomes, and benchmarks from Curriculum for Excellence. As such the pathway will support practitioners to plan progressive, active, and engaging learning, teaching and assessment experiences for Fife's children and young people. It is important to note that learner progress within and across the breadth of the curriculum is not linear, therefore this pathway should be used in a responsive way appropriate to the needs of all learners. The pathway will support practitioners in identifying key skills for development and to devise a continuum of learning within and across levels to ensure coherence, challenge, breadth, depth, and progression. By responding to learners' own experiences, faiths, and beliefs, practitioners can also plan to ensure relevance, challenge, enjoyment as well as personalisation and choice.

Points to Consider

The Points to Consider section for each level provides some suggestions for pedagogical approaches that can be used to deliver the required learning.

The Progression Tiles

The progression tiles represent the skills development that learners undertake to meet the benchmarks (outlined in bold) for each level and aspect of the curriculum. Broadly, learners will start on the tiles at the bottom of the page, with experiences and outcomes represented by a progression through the level tiles. It is important to remember that the skills progression is not hierarchical but rather an ongoing scaffolding of skills that will be revisited in a variety of contexts.

It may help to think of each tile as a 'stepping stone' towards a benchmark with a variety of routes that can be taken through them. Tiles should be revisited in new and unfamiliar contexts to provide depth of understanding and consolidation.

It is anticipated that learners will progress through the learning pathway as appropriate to their developmental needs. It should also be noted that it is not feasible for every tile to be covered in a school year but rather that these are planned as part of a cohesive and progressive learning experience within a level.

Careful monitoring and tracking of pupils' progress across each of the curriculum aspects will allow practitioners to work with learners to identify strengths and areas for development based on a range of evidence. Practitioners should encourage learner agency when planning HWB so that they can actively participate in planning and developing their own learning, next steps, and targets. The pathway offers flexibility to take cognisance of unplanned factors, life circumstances or events that ensure relevance and an HWB curriculum that is responsive to local contexts. The pathway also offers the opportunity for holistic teacher professional judgements on learner's progress with the opportunity to clearly identify next steps in progress as part of learning conversations and other assessment methodologies.

As the pathways illustrates, the interconnected nature of HWB means that learning can be embedded within the totality of the curriculum. Thus, the HWB curriculum should be designed to ensure that learners have opportunities to explore mental, social , emotional and physical wellbeing across the totality of the curriculum rather than as 'add-on' or isolated events. It is also intended that the pathway provides a mechanism to provide quality assurance and equity of delivery within clusters and localities across Fife.

A wide range of opportunities to work with partners and agencies in the wider community can be used to enhance the learner experience.

Mental, Social and Emotional Wellbeing

As published in the Health & Wellbeing: Experiences and Outcomes, Mental, Social and Emotional Wellbeing has its associated Es and Os but does not have associated benchmarks. Therefore, there is no separate progression tiles for Mental, Social and Emotional Wellbeing. Rather, the Experiences and Outcomes for Mental, Social and Emotional Wellbeing are embedded within the progression tiles represented in this document. The Development of Mental, Social and Emotional Wellbeing can be considered a core thread that is intertwined with and underpins the entirety of the HWB curriculum.

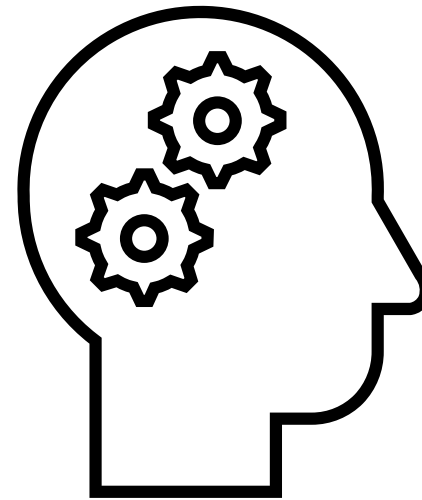
Further Developments

The Fife HWB pathway will be further developed as feedback is received through widespread consultation and moderation of the pathway in practice. Links to useful resources for teaching and learning, and for engagement with parents will be provided in the near future.

PEPAS Progression Pathway



Physical
Competences



Cognitive
Skills



Personal
Qualities



Physical
Fitness

PEPAS Glossary of Terms

Balance	Stability through an even distribution of weight. Dynamic balance – maintaining balance when moving.
Competence	To do something successfully or efficiently.
Concentration	Exclusive attention for a period of time.
Conditioned/modified game	Games or sports that are simplified to suit the skills, strategic understandings and characteristics of students through alterations to the game's constraints such as rules, equipment and/or size of playing area.
Confidence	A belief in your ability to complete a physical skill or task given.
Control	To exercise restraint or direction over; dominate; command. Learners from a young age should be encouraged to focus on controlling their movements. When travelling in a space learners' attention should be drawn to spatial awareness and moving with control. When performing a sequence or balance, good control through sound body tension should be an expectation and when stopping, learners should be taught to hold still.
Coordination	Smoothly and successfully performing more than one motor task at the same time e.g. ball, hand and eye coordination
Core stability	The major muscles of the core are those in your stomach and back. 'Core stability' is the ability to support the spine and keep the body stable and balanced. It is essential for 'quality' performance and also for completing manual tasks safely and effectively in everyday life.
Creativity	The act of turning new and imaginative ideas into reality. Creativity is characterised by the ability to perceive the world in new ways, to make connections and to generate solutions.
Cue recognition	Recognising and responding to relevant information whilst filtering out unwanted information.
Decision making	Observations inform judgements that lead to the selection of a course of action among alternatives; every decision-making process produces a final choice, even if the choice involves no action.
Dodging and feinting	Dodging – to make a sudden movement in a new direction. Feinting – a movement that is made in order to deceive an opponent

PEPAS Glossary of Terms

Eye-hand/eye-foot coordination	Eye-hand coordination – eyes and hands working together to perform a task e.g. catching a ball or handwriting. Eye-foot coordination - eyes and feet working together to perform a task e.g. kicking a ball, dodging an opponent.
Flexibility	The range of movement through which a joint or sequence of joints can move.
Fluency	Movement that is smooth, graceful and effortless.
Focus	To direct one's attentions or efforts.
Force	Strength or energy used in a physical movement
Impulsive responses	To act without considering the consequences.
Kinaesthetic Awareness	A sensation by which bodily position, weight, muscle tension and movement are perceived by an individual.
Leadership	Guiding a team/group or individual e.g. leading a warm up, taking on a specific role within a team, taking responsibility for completing a task etc.
Manipulate object	Handling/controlling a piece of equipment or apparatus
Moderate to vigorous physical activity	Moderate – physical activity (exercise) that generally requires sustained rhythmical movements. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity. Vigorous – physical activity (exercise) that is intense enough to result in a significant increase in heart and respiration rate.
Movement: - Basic/additional components of movement - Quality movement - Moves with purpose	The variables that are combined in composing and performing movement. The components of movement are effort, time, space and relationships. Quality movement is movement that shows control/accuracy/precision Focused movement designed to achieve an outcome.

PEPAS Glossary of Terms

Motor skills: Fine motor skills Gross motor skills	Fine motor skills; small physical actions e.g. manipulating the hands or the fingers. Large physical actions e.g. running, skipping and jumping etc.
Multi-processing	Acknowledging several pieces of information at the same time.
Performance	An expression of something, including the everyday performance executed in class, or where appropriate, elite performance. To execute a movement or movement sequence.
Prioritising	Dealing with the components of a task according to their importance.
Propel an object	Pushing an object away from the body e.g. throw a ball, kick a ball, strike a badminton shuttle with a racquet.
Refine	To improve and hone knowledge, understanding and skills by making subtle or fine distinctions.
Resilience	A capacity to deal constructively with change or challenge, allowing a person to maintain or re-establish their social and emotional well-being in the face of difficult elements. It involves thoughts, feelings and actions. Resilience is an integral part of learning as it underpins the ability to respond positively to setbacks or mistakes.
Rhythm and timing	Rhythm creates the context for timing. Rhythm can be established in partnership with an external stimulus like the flight of the ball, the movement of teammates or music. Rhythm can also be established with an internal stimulus, like running or skipping. Demonstrating rhythm requires balance and relaxation. Timing appears as ‘moments of interest’ in the context (the flow) of rhythm.
Roles	A function, position or part played by a performer.
Self-control	The ability to demonstrate restraint and be in charge of one’s environment.
Sequential thinking	Thinking in a logical, step-by-step manner.
Six basic dance actions	Travelling, Elevation, Turning, Gesture, Stillness and Falling.
Strength	The ability of a muscle or muscle group to overcome a resistance.
Technique	A technique is the way of performing a skill e.g. skill – passing; technique – chest pass.

PEPAS Points to Consider Early Level

- Repetition of skills will be key throughout early level to ensure development & progression within the level.
- Learner voice is an essential component of leading their own learning & enable them to reach the benchmarks.
- Learners should be able to work effectively, both individually or with others across a range of contexts.
- To achieve the benchmarks, learners should engage in a range of activities in a variety of environments.

Please note, there are a number of contexts & potential sports/activities which can be used to promote the development of PEPAS skills. Below offers some examples, but is not an exhaustive list – practitioners are encouraged to use their creativity and professional judgement to plan a broad range of experiences.

Possible Contexts for Learning

- Performs basic components of movement e.g. run, transfer of weight from one foot to another.
- Is beginning to perform movement skills in isolation e.g. catch an object with two hands.
- Is beginning to demonstrate eye/hand co-ordination required for movement skills e.g passing an object from one hand to another.
- Demonstrates how to use repeated patterns of movement to create simple sequences e.g. one foot to two feet jumping.
- Responds to stimuli with movement e.g. jump-clap-turn to recognised rhythm, oncoming target, and words to create an appropriate tempo or movement
- Moves at different speeds – slowly, steadily and quickly.
- Moves parts of the body at different speeds e.g travelling across a space.
- Recognises external cues that need an immediate response e.g. starting and stopping.
- Remembers two step simple instructions e.g. bounce the ball and then change direction.
- Focuses on task and pays attention to stimuli e.g. instructions from a practitioner.
- Can follow the movement and path of a moving ball e.g dribbling a ball.
- Responds and contributes to self and peer assessment with respect e.g commenting on quality of throwing a ball.

Education Scotland Video Links

Kinaesthetic Awareness

<https://www.youtube.com/watch?list=PLcD2TdZ4bXSnYmK5D4XJQIZR4zghZHqNp&v=gTbXYD9uDtg>

Balance & Control

https://www.youtube.com/watch?list=PLcD2TdZ4bXSI_I3bn-LW-C3yC4CtH8D9F&v=KyDnD0pnaVA

Coordination & Fluency

<https://www.youtube.com/watch?list=PLcD2TdZ4bXSneTDwXgPjNm72rKZCvFZPw&v=atl0LX543nw>

Rhythm & Timing

<https://www.youtube.com/watch?list=PLcD2TdZ4bXSngTmdy8-vsH-KwIMFjB4&v=3RghLkKCxmA>

Gross & Fine Motor Skills

<https://www.youtube.com/watch?list=PLcD2TdZ4bXSkHih8FnxTnRslylWXtC0ex&v=0SYx95xdGTo>

PEPAS – Early Level Progression Tiles

PHYSICAL COMPETENCES – Kinaesthetic Awareness

I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a

I am developing my movement skills through practice and energetic play. HWB 0-22a

Moves at different speeds, levels and directions with others in a designated space. (KA)

Holds different positions with increasing control & confidence.

Judges when a change of direction of travel is needed to avoid other people & objects

Begins to effectively travel safely into a space, avoiding other people & objects

Uses understanding of space & movement to change height & speed when moving.

Demonstrates a range of movements using individual body parts with increasing flexibility & confidence.

Shows awareness of personal space (i.e. where body ends and space begins). (KA)

Independently moves different body parts when instructed.

Demonstrates understanding of the commands high, low, fast, slow.

Understands & identifies safe spaces by looking around the setting.

Shows awareness of body parts and body positions when performing a range of different movements. (KA)

Uses arms to show the boundaries of personal space.

Quickly responds to the commands stop & go.

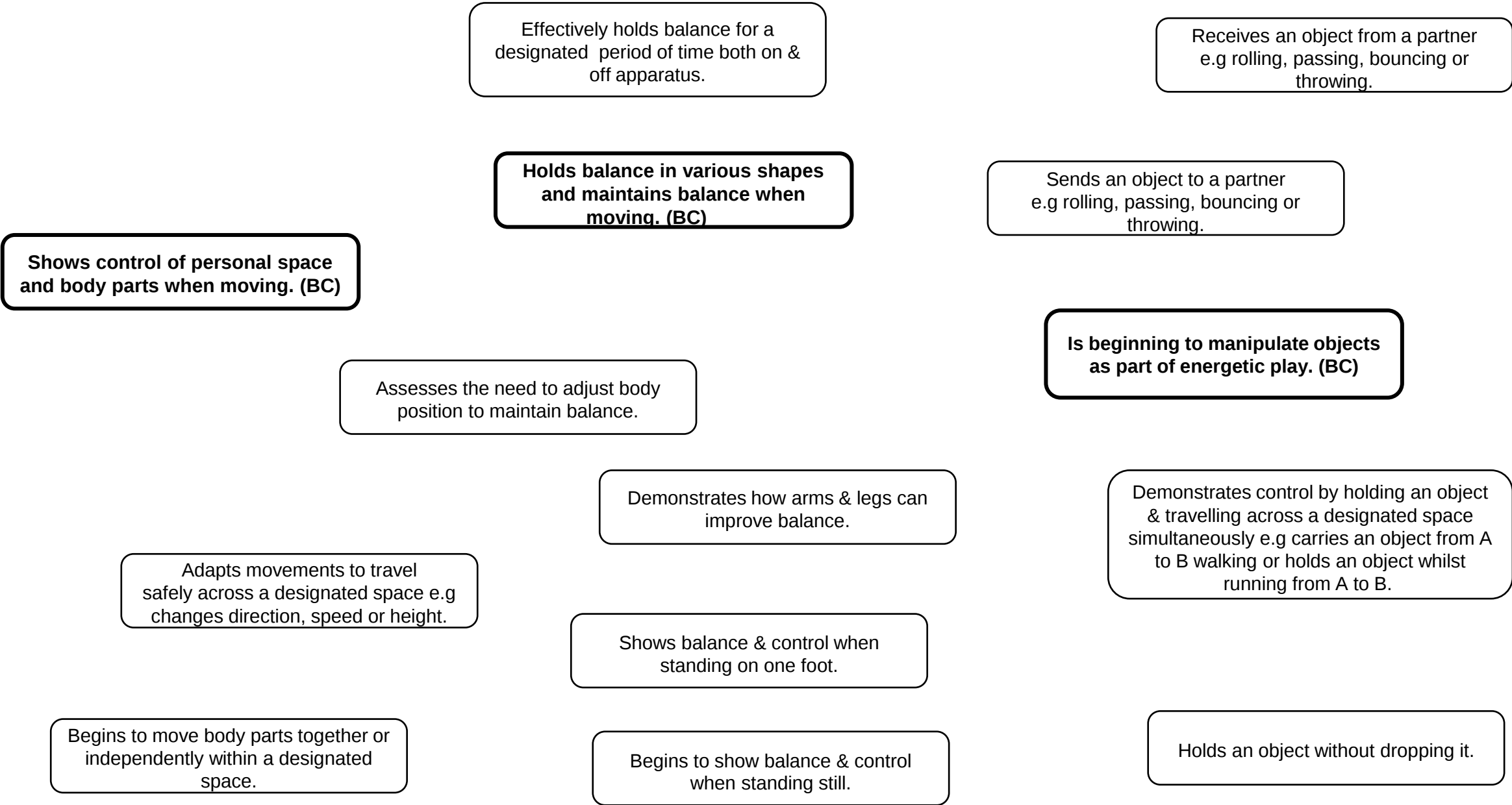
Names different body parts e.g hands, feet, arms, legs, head, shoulders etc

PEPAS – Early Level Progression Tiles

PHYSICAL COMPETENCES – Balance & Control

I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a

I am developing my movement skills through practice and energetic play. HWB 0-22a



PEPAS - Early Level Progression Tiles

PHYSICAL COMPETENCES – Coordination & Fluency

I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a

I am developing my movement skills through practice and energetic play. HWB 0-22a

Creates a sequence of 3 (or more linked) movements using apparatus

Demonstrates purpose & confidence when moving throughout a designated space.

Is beginning to develop knowledge and understanding of what a quality movement looks like and feels like. (CF)

Creates a sequence of 3 or more linked movements on the floor

Demonstrates safety & awareness of objects & others when moving throughout a designated space.

Is beginning to move with purpose. (CF)

Listens to the feedback given from others & acts on this to improve movement.

Links movements together (moves body or parts of body in order). (CF)

Demonstrates how to use my body parts independently or together in a sequence of moves e.g hop, skip & jump.

Judges speed, distance & space by looking ahead & around when moving from one point to another.

Observes how others move & tell them what they did well

Explores moving the body when using a range of apparatus e.g balls, hoops, ribbons etc.

Identifies a target within the space ahead.

Begins to talk about how the body feels during movement – e.g. feeling hot, breathing gets faster, heart beats faster etc.

PEPAS - Early Level Progression Tiles

PHYSICAL COMPETENCES – Rhythm & Timing

I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a

I am developing my movement skills through practice and energetic play. HWB 0-22a

Demonstrates increasing coordination & confidence when moving from one sequence to another.

Creates simple sequences using repeated movement patterns for others to copy.

Demonstrates how to use repeated patterns of movement to create simple sequences, for example, one foot to two feet jumping. (RT)

Explores & experiments with a range of actions & repeated patterns within a range of contexts.

Copies a range of actions e.g. Simon Says.

Actively participates in a range of movement songs e.g. Heads, shoulders, knees & toes, If you're happy & you know it etc.

Performs actions for others to copy using rhythm & timing with increasing confidence.

Responds with movement, for example, jump-clap-turn to recognised rhythm, beat, music, words. (RT)

Copies rhythmic patterns e.g. clapping, tapping, jumping etc.

Shows simple rhythm by counting, tapping & clapping.

PEPAS - Early Level Progression Tiles

PHYSICAL COMPETENCES – Gross & Fine Motor Skills

I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a

I am developing my movement skills through practice and energetic play. HWB 0-22a

Performs basic components of movement, for example, run, jump, gallop, transfer of weight from one foot to another. (GFMS)

Shows increasing confidence in eye/hand/foot coordination across a range of contexts.

Is beginning to perform movement skills in sequence, for example, catch an object with two hands (GFMS)

Travels at a range of speeds & in different directions across a designated space.

Throws & receives an object from one person to another.

Kicks & receives (with feet) an object from one person to another .

Begins to demonstrate confidence & stability when transferring weight from one foot to another.

Is beginning to demonstrate eye/hand and eye/foot coordination (GFMS)

Passes an object from hand to hand e.g. beanbag, tennis ball etc.

Passes an object from hand to foot or foot to foot e.g. large ball

Makes attempts to move body parts in a range of ways e.g. run, hop, gallop, skip, jump.

Tracks the direction & speed of an object as it travels across a space.

PEPAS - Early Level Progression Tiles

COGNITIVE SKILLS

I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a
I am developing my movement skills through practice and energetic play. HWB 0-22a

Recognises external cues that need an immediate response, for example, starting and stopping. (CR)

Starts & stops in response to a range of cues e.g. verbal signal, sound signal, visual signal, music etc.

Focuses on task and pays attention to stimuli, for example, instructions from a practitioner. (FC)

Listens & responds to instructions for action & movement whilst moving from A to B.

Listens & responds to instructions for action & movement e.g. turns to face speaker whilst in a stationary position.

Uses prior knowledge and identifies key information to help form a solution. (PS)

Demonstrates ability to work with others to complete a task or solve a simple problem.

Listens to and makes sense of two/three pieces of information, for example, bounce the ball when moving forwards. (MP)

Follows two/three step simple instructions as directed by an adult/partner.

Follows a single instruction as directed by an adult/partner.

Copies/mirrors the actions & movements of a partner/lead practitioner .

Works out the order for dealing with information (or tasks) (P).

Experiments with using a range of sequential movements.

Understands that tasks are broken down into steps & stages for successful outcomes.

Remembers two-step simple instructions, for example, bounce the ball and then change direction. (ST)

Travels across a space in a range of ways, showing awareness of objects & other people, changing direction if needed.

Repeats tasks in the correct sequence. (P)

Makes decisions in response to simple tasks, for example, knowing when to start and stop. (DM)

Demonstrates imagination through energetic play. (C)

Demonstrate ability to successfully move across a space within a range of contexts using imagination & creativity e.g. dancing, running, rolling, tapping to music etc.

Moves in response to a variety of stimuli. (C)

Explores movement of body parts & travelling across a space in a range of ways in response to a signal/cue.

Benchmark Key: Focus & Concentration (FC) Cue Recognition (CR) Sequential Thinking (ST) Prioritising (P) Decision Making (DM)
Multi-processing (MP) Problem Solving (PS) Creativity (C)

PEPAS - Early Level Progression Tiles

PERSONAL QUALITIES (Note: This pathway covers 2 pages)

I am developing my movement skills through practice and energetic play. HWB 0-22a

I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.

HWB 0-23a

By exploring and observing movement, I can describe what I have learned about it. HWB 0-24a

**Participates with enthusiasm.
Enjoys being challenged. (M)**

**Responds and contributes to self and peer assessment with
respect. (C&SE)**

Demonstrates enjoyment of
taking part in a range of games
& activities.

Demonstrates resilience in
more complex games &
activities.

Reflects on own performance within a
game or activity to talk about 'what
went well' or 'even better if'.

Uses kind & respectful language when
giving feedback to others.

Sets targets in simple tasks. (M)

**Discusses learning with adult
support and describes likes
and dislikes. (C&SE)**

**Is developing an awareness of self
and an increasing self-reliance in
dealing with new situations. (C&SE)**

Identifies goals & targets within a
simple game or activity.

Describes preferences in learning with
others e.g. favourite /least favourite
games & activities.

Engages in opportunities to try out
new & unfamiliar activities &
games.

Demonstrates growing
confidence in trying new things.

Understands the rules & purpose of
different games & activities.

**Celebrates, values and uses
achievements to build next steps. (C&SE)**

**Uses words and/or body
language to express ideas,
thoughts and feelings. (C)**

**Is developing the ability to
know when to listen and when
to talk when interacting with
others (C).**

**Describes why people participate in
physical activity, for example, to
have fun. (M)**

Understands when targets have been
achieved & celebrates success.

Identifies the benefits of physical
activity e.g. fun, friendships, keeping
healthy.

Identifies personal strengths & areas for
improvement across a range of contexts.

Communicates a message clearly
with others in a way to suit the
learner.

Demonstrates good listening
skills, turn taking etc.

Describes the impact of physical
activity on the body.

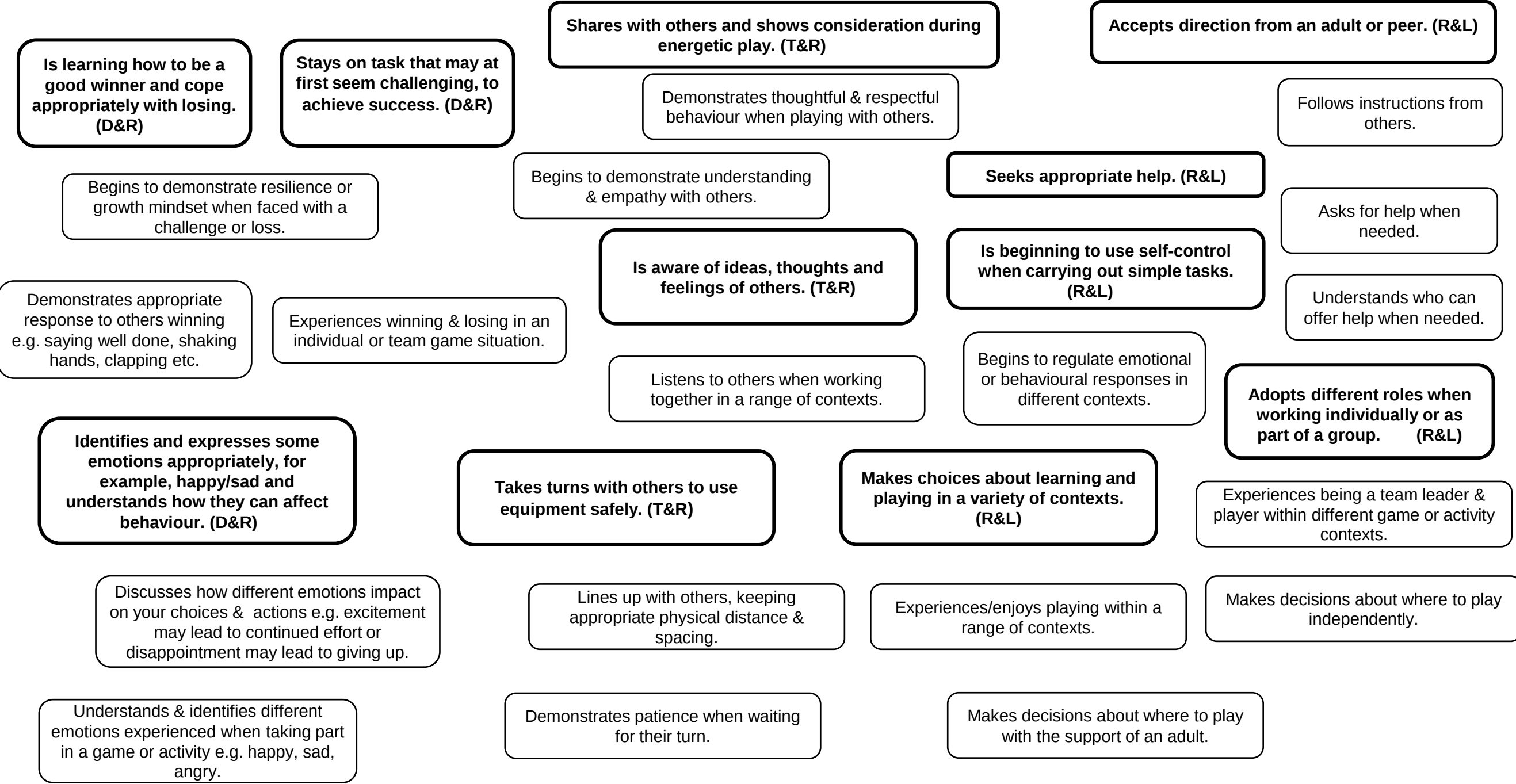
Recognises & understands different ways to
communicate with others e.g words, facial
expressions, body language (e.g. stance).

Benchmark Key: Motivation (M) Confidence & Self-Esteem (C&SE) Determination & Resilience (D&R) Responsibility & Leadership (R&L)
Tolerance & Respect (T&R) Communication (C)

PEPAS - Early Level Progression Tiles

PERSONAL QUALITIES (Note: This pathway covers 2 pages)

I am developing my movement skills through practice and energetic play. HWB 0-22a
I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. HWB 0-23a
By exploring and observing movement, I can describe what I have learned about it. HWB 0-24a



PEPAS - Early Level Progression Tiles

PHYSICAL FITNESS (Note: This pathway covers 2 pages)

I am developing my movement skills through practice and energetic play. HWB 0-22a

Sustains energetic levels of play/activity. (St)

Builds stamina when physically active & selects an appropriate pace to sustain energy.

Experiences a range of physical activities in a range of contexts.

Demonstrates playing at a moderate to vigorous intensity for increasing periods of time.

Moves at different speeds – slowly, steadily and quickly. (Sp)

Demonstrates movement showing a range of speeds.

Describes how the body changes when engaged in moderate to vigorous activity. (St)

Understands speed in simple terms. (Sp)

Moves parts of the body at different speeds. (Sp)

Understands that physical activity increases heart rate, body temperature, breathing gets faster, muscles become stronger etc.

Describes what fast, steady or slow mean.

Experiments with different body positions and movements whilst in a stationary position.

Experiments with different body positions and movements whilst travelling across a space.

Recognises different body parts required to sustain energetic activity. (St)

Identifies different ways to be physically active. (St)

Starts and stops quickly. (Sp)

Understands awareness of key body parts required for physical activity e.g heart, lungs & muscles.

Describes how people can be physically active e.g playing, running, dancing, cycling, swimming etc.

Responds quickly to a range of cues, giving the signal to start or stop e.g verbal signal, whistle, physical signal etc.

Benchmark Key: Stamina (St) Speed (Sp) Core Strength & Stability (CS&S) Flexibility (F)

PEPAS - Early Level Progression Tiles

PHYSICAL FITNESS (Note: This pathway covers 2 pages)

I am developing my movement skills through practice and energetic play. HWB 0-22a

Demonstrates balance & control in a range of contexts e.g.. holding a position within a dance activity.

Holds body weight/position of stillness for short periods of time. (CS&S)

Moves in control and maintains shape. (CS&S)

Selects appropriate moves & holds to complete a sequence of actions.

Maintains a position of stillness for a sustained period of time, e.g. Standing on one leg or creating a simple balance in Gymnastics.

Demonstrates increasing postural control when performing physical actions, with and without equipment.

Moves freely across a full range of movements. (F)

Is developing postural control when performing physical actions. (CS&S)

Holds a range of different shapes without difficulty e.g. standing on one leg, star pose etc.

Maintains a position of stillness for a short period of time, e.g. creating a star shape for 3 or more seconds.

Plays and takes part fully in lessons moving over different levels e.g. travelling down a sloped bench, holding a pose then into a roll.

Develops control when moving the body in different ways, e.g. running, jumping.

Shows control when performing most movements.

Demonstrates confident movements without hesitation or bumping into objects & others.

PEPAS Points to Consider First Level

- Repetition of skills will be key throughout second level to ensure development & progression within the level.
- Learner voice is an essential component of leading their own learning & enable them to reach the benchmarks.
- Learners should be able to work effectively, both individually or with others across a range of contexts.
- To achieve the benchmarks, learners should engage in a range of the following:
 - Striking & fielding, Net Wall Games, Invasion Games, Athletics, Aesthetics, Target

Please note, there are a number of contexts & potential sports/activities which can be used to promote the development of PEPAS skills. Below offers some examples, but is not an exhaustive list – practitioners are encouraged to use their creativity and professional judgement to plan a broad range of experiences.

Possible Contexts for Learning

- Performs a sequence of movements with increasing control.
- Moves into space successfully without losing balance.
- Has awareness of body parts and position eg. Gymnastic forward roll.
- Adapts body movements in response to different contexts e.g. dodging, receiving or sending.
- Sustains a balance e.g. one footed balance.
- Demonstrates balance, control and rhythm e.g. hitting a ball with a racquet.
- Sequences movements on and off apparatus e.g. jumping on and off a horse/vault.
- Uses different body parts in different directions e.g. forward roll.
- Moves body parts to create a tempo e.g. long jump.
- Combining gross and fine motor skills e.g. grip in racket sports (tennis serve)
- Demonstrates eye/hand and eye/foot coordination in a range of contexts e.g. Dodgeball.

Education Scotland Video Links

Kinaesthetic Awareness

<https://www.youtube.com/watch?list=PLcD2TdZ4bXSnYmK5D4XJQIZR4zghZHqNp&v=tMsljeWr2ak>

Balance & Control

https://www.youtube.com/watch?list=PLcD2TdZ4bXSI_l3bn-LW-C3yC4CtH8D9F&v=Hk8Ner2etF8

Coordination & Fluency

<https://www.youtube.com/watch?list=PLcD2TdZ4bXSneTDwXgPjNm72rKZCvFZPw&v=8j8mUW3ZIO4>

Rhythm & Timing

<https://www.youtube.com/watch?list=PLcD2TdZ4bXSngTmdy8-vsH-KwIMFjB4&v=eYSIRwuStDM>

Gross & Fine Motor Skills

<https://www.youtube.com/watch?list=PLcD2TdZ4bXSkHih8FnxTnRslylWXtC0ex&v=BwNIuSTHIUM>

PEPAS - First Level Progression Tiles

PHYSICAL COMPETENCES – Kinaesthetic Awareness

I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a
I am developing skills and techniques and improving my level of performance. HWB 1-22a

Shows control over movement in personal and shared space which includes adapting to changes in speed, direction and level. (KA)

Performs a sequence of movements with increasing control, in response to objects & others within a shared space.

Shows awareness of the space around them and the space of others, and is beginning to use this information to control movements. (KA)

Effectively adapts & performs movements in a shared space, demonstrating changes in speed, direction and level.

Demonstrates increasing flow of movement with my body parts.

Adapts body position to perform movements with increasing control.

Demonstrates awareness of how others are using the space.

While performing movements, evaluates available space to avoid others.

Shows awareness of body parts and body positions when performing a range of different movements. (KA)

Links a range of body positions to create different movements.

Evaluates the setting to find and travel to an appropriate space.

Adapts the speed, direction and level of body movements in a personal space.

Moves body parts to demonstrate a range of different positions.

PEPAS - First Level Progression Tiles

PHYSICAL COMPETENCES – Balance & Control

I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a

I am developing skills and techniques and improving my level of performance. HWB 1-22a

Adapts body movements in response to a range of contexts.

Effectively travels, balances and jumps on and off apparatus with increasing control & confidence .

Accurately sends and receives moving objects without losing balance.

Manipulates parts of the body when moving with purpose. (BC)

Experiments with jumps and traveling from the floor position.

Manipulates objects while maintaining balance, for example, receiving and sending a ball with the preferred foot. (BC)

Experiments with shifting body weight from one side to the other demonstrating increasing control.

Holds balances in various shapes with and without equipment and describes what helps to maintain balance. (BC)

Demonstrates core stability when balancing on various body parts on and off equipment.

Analyses the impact on the body when holding a shape or balance.

Creates a range of shapes using different body parts.

Reflects and adapts performance to improve balance and stability when on the move (arm position etc).

Models how to coordinate the body and maintain balance for increasing periods of time.

Experiments with balance whilst stationary and manoeuvring moving objects.

Discusses how good or bad balance can impact on sequences of movements.

Explores a range of movements to hold simple shapes.

Practices sending and receiving objects.

Understands and provides brief descriptions of stable/unstable balance.

Identifies which parts the body are used to travel, balance and jump on and off apparatus .

Begins to identify which parts of my body I am using to balance.

PEPAS - First Level Progression Tiles

PHYSICAL COMPETENCES – Coordination & Fluency

I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a

I am developing skills and techniques and improving my level of performance. HWB 1-22a

Demonstrates increasing control in movement sequences with or without equipment.

Links and orders a series of movements with and without equipment to perform a sequence, for example, hopscotch. (CF)

Performs a range of movements with or without equipment

Demonstrates a range of different movement skills in a range of contexts

Explores sequences of movement to evaluate what is effective/ not effective.

Shows understanding of how movement can be linked and ordered to create a sequence.

Coordinates eyes & body parts in a range of contexts e.g. use eyes to track a moving object and respond successfully with hands or feet.

Moves with purpose demonstrating balance, control and rhythm. (CF)

Experiments with rhythmic movement.

Demonstrates movement of both sides of the body, arms and legs together or independently while moving with purpose.

Uses body parts to move different objects while in a balanced position e.g. throwing and catching a ball using 1 or 2 hands

Confidently performs a range of skills & quality movements, showing an element of control and understanding in a range of contexts.

Uses motor skills to perform a sequence of quality movements both on and off apparatus.

Demonstrates knowledge and understanding of what a quality movement looks like, and feels like. (CF)

Observes how others move & gives feedback on how accurate/effective it is.

Uses knowledge of what quality movements look & feel like to perform a range of skills in a range of contexts

Observes performance to identify what quality movement looks like.

PEPAS - First Level Progression Tiles

PHYSICAL COMPETENCES – Rhythm & Timing

I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a

I am developing skills and techniques and improving my level of performance. HWB 1-22a

Creates a sequence of controlled movements with and without equipment.

Links a series of several patterns or sequences by using different levels & spaces.

Respond to cues within different contexts, showing rhythm and timing in movement sequences.

Demonstrates how to use repeated patterns of movement to create simple sequences, for example, one foot to two feet jumping. (RT)

Moves the body/parts of the body or objects in response to given cues to create an appropriate tempo, for example, 1-2-3 hop sequence. (RT)

Controls movements and adapts speed and direction accordingly.

Discusses why timing is important in being successful when moving your body in a range of contexts.

Controls movements in a sequence e.g. showing an appropriate tempo whilst linking movements.

Demonstrates movements, adapting speed, direction and level.

Identifies what makes a series of movements successful with and without equipment when performing a sequence.

Links a movement pattern or sequence together with increasing confidence.

Successfully repeats movements in a sequence showing increasing rhythm and timing throughout.

Moves confidently using different body parts and in different directions on the floor fluently.

Demonstrates how to move the body in response to stimuli with appropriate timing.

PEPAS – First Level Progression Tiles

PHYSICAL COMPETENCES – Gross & Fine Motor Skills

I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a

I am developing skills and techniques and improving my level of performance. HWB 1-22a

Demonstrates a sequence of movements with increasing accuracy and consistency.

Performs movement skills in sequence, for example, jump from bench and cushion the landing while staying in balance. (GFMS)

Implements effective eye/hand and eye/foot coordination consistently across a range of contexts e.g. dodgeball, tennis, hockey etc.

Successfully performs linked movements when stationary and when on the move.

Describes where body parts should be when moving and when landing / stopping.

Demonstrates eye/hand and eye/foot co-ordination required for movement skills, for example, track the flight of the ball with the eyes, then catch it. (GFMS)

Comines gross and fine motor skills to complete tasks successfully e.g. grip & swing in racquet sports .

Tracks an object with eyes and responds with feet/hands/equipment whilst moving.

Performs movement skills in simple activities, for example, skipping (GFMS)

Links and orders a series of movements maintaining balance, with and without equipment.

Tracks an object with eyes & responds with feet/hands/equipment whilst stationary.

Demonstrates increasing confidence when performing specific skills as across a range of contexts

Demonstrates awareness of my body parts while performing movements.

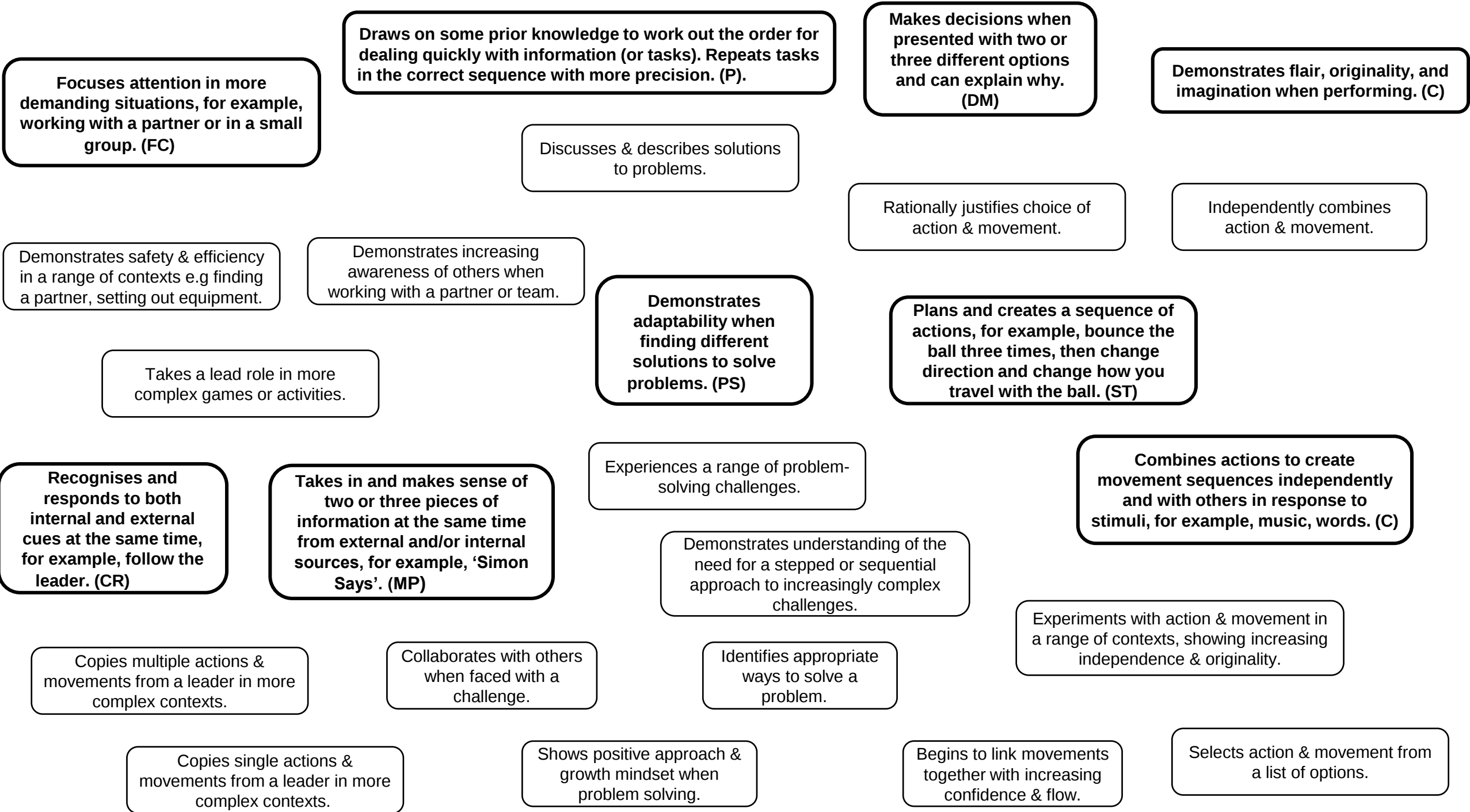
Understands that strong eye/ hand and eye/foot coordination supports effective performance.

PEPAS – First Level Progression Tiles

COGNITIVE SKILLS

I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a

I am developing skills and techniques and improving my level of performance. HWB 1-22a



Benchmark Key: Focus & Concentration (FC) Cue Recognition (CR) Sequential Thinking (ST) Prioritising (P) Decision Making (DM)

Multi-processing (MP) Problem Solving (PS) Creativity (C)

PEPAS - First Level Progression Tiles

PERSONAL QUALITIES (Note: This pathway covers 2 pages)

I am developing skills and techniques and improving my level of performance. HWB 1-22a

I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities. HWB 1-23a

I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. HWB 1-24a

Discusses learning and identifies strengths and next steps. (C&SE)

Recognises and responds to both internal and external motivation to: set targets, achieve personal goals & improve performance.(M)

Celebrates, values and uses achievements as part of improving performance. (C&SE)

Demonstrates knowledge and understanding of a range of verbal and non-verbal communication skills and is beginning to apply them when interacting with or presenting to others, for example, uses eye contact, body language and gestures. (C).

Acts on self & peer evaluation to improve performance.

Demonstrates increasing levels of self-confidence & esteem.

Uses knowledge of the impact of effective communication to achieve positive outcomes.

Responds and contributes to self and peer assessment with respect. (C&SE)

Identifies and describes reasons why people participate in physical activity, for example, to have fun, to be healthy, to set individual goals or to belong to a group. (M)

Has a positive awareness of self as physical competencies improve. (C&SE)

Effectively communicates to others in more complex contexts.

Shows an enthusiasm to participate. Enjoys being challenged. (M)

Effectively listens to others in more complex contexts.

Identifies areas of success & areas for self-improvement.

Understands how to improve on performance.

Describes & discusses how skills are developing and improving with regular practice.

Understands what effective communication looks like – eye contact, body language, tone etc

Regularly accepts feedback from others.

Regularly offers appropriate feedback to others.

Engages in & experiences regular opportunities to explore physical activity in new & unfamiliar contexts.

Shows respect when communicating verbally or non-verbally with others.

Discusses own knowledge & experience of a range of physical activities.

Understands the benefits of physical activity – on the mind & body.

Experiences a range of physical challenges & problem-solving activities.

Benchmark Key: Motivation (M) Confidence & Self-Esteem (C&SE) Determination & Resilience (D&R) Responsibility & Leadership (R&L)
Tolerance & Respect (T&R) Communication (C)

PEPAS - First Level Progression Tiles

PERSONAL QUALITIES (Note: This pathway covers 2 pages)

I am developing skills and techniques and improving my level of performance. HWB 1-22a

I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities. HWB 1-23a

I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback. HWB 1-24a

Identifies and discusses how to be a good winner and cope appropriately with losing. (D&R)

Adopts a variety of roles that lead to successful outcomes (R&L)

Identifies and discusses the role of leader and the associated responsibilities. (R&L)

Accepts winning & losing with positivity, respect & grace.

Utilises a variety of approaches & strategies to cope with strong emotions.

Takes turns when in a group/team context.

Understands the role of team leader/ team player.

Demonstrates a continuing readiness to learn and is developing planning and organisational skills. (R&L)

Demonstrates persistence when facing a challenge and works to achieve a successful outcome. (D&R)

Engages positively with others to use equipment safely and fairly. (T&R)

Understands the need for planning & organisation before undertaking tasks.

Shows a willingness to learn & accepts help from others.

Recognises a variety of emotions and is developing the ability to manage them appropriately. (D&R)

Experiences helping to move equipment.

Understands how to move equipment safely.

Listens to and responds to the ideas, thoughts and feelings of others with respect. Responds appropriately, for example, nodding or agreeing, asking and answering questions.(T&R)

Develops a range of strategies to increase self-control when performing independently and/or with others. (R&L)

Identifies & describes a range of emotions in relation to physical activity e.g. determination, frustration etc.

Describes a variety of approaches & strategies to self – control.

Encourages others when faced with challenge.

Shows increasing positivity & growth mindset when faced with challenge.

Effectively listens to others – respecting their views & demonstrating positive body language.

Effectively responds to others – using respectful language & positive body language.

Demonstrates how to include others when completing movement tasks. (T&R)

Experiences both wins & losses.

Effectively listens to others – demonstrating positive body language.

Understands & lists leadership qualities.

Experiences taking on a lead role.

Experiences a range of contexts within physical activity.

PEPAS - First Level Progression Tiles

PHYSICAL FITNESS (Note: This pathway covers 2 pages)

I am improving my level of performance and fitness. HWB 1-22a

Identifies successes & areas for development.

Sets targets for sustaining moderate to vigorous physical activity. (St)

Moves at different speeds and is able to maintain balance whilst changing direction quickly (Sp)

Demonstrates understanding of stamina in simple terms and how it affects health, and ability to perform. (St)

Uses shift of weight to maintain balance when stationary or moving at speed across a range of contexts.

Describes the need to keep trying when your body starts to feel tired.

Builds up & increases the length of time to engage with physical activity before taking a break.

Moves parts of the body using different speeds and force. (Sp)

Describes how the body feels during and after sustained activity. (St)

Participates in moderate to vigorous physical activity and sustains a level of activity that provides challenge. (St)

Changes direction in response to given cues with increasing confidence.

Demonstrates short bursts of fast movement from stillness. (Sp)

Explains that they feel out of breath because their lungs are having to deliver oxygen to the muscles and their hearts beating faster to deliver blood.

Understands that muscles become tired and need more blood and oxygen delivered to them.

Demonstrates moving at different speeds e.g jog, run, sprint.

Demonstrates understanding of speed in simple terms and how it affects ability to perform. (Sp)

Describes in simple terms the reasons why people participate in physical activity. (St)

Increases time spent engaging with high intensity fast paced physical activity.

Discusses the impact of speed on successful outcomes.

Understands that physical activity is good for mental & physical health.

Engages with high intensity fast paced physical activity.

Starts & stops quickly.

Benchmark Key: Stamina (St) Speed (Sp) Core Strength & Stability (CS&S) Flexibility (F)

PEPAS - First Level Progression Tiles

PHYSICAL FITNESS (Note: This pathway covers 2 pages)

I am improving my level of performance and fitness. HWB 1-22a

Holds body weight in a variety of positions. (CS&S)

Uses knowledge & experience of balance to hold a position of stillness.

Describes where 'core' is and demonstrates how it supports the body. (CS&S)

Shows postural control when starting, stopping and changing direction. (CS&S)

Uses a full range of movement to perform actions effectively. (F)

Develops effective control over body movements and actions.

Engages the core to maintain posture when adapting position.

Demonstrates understanding of flexibility in simple terms and how it affects everyday life, and ability to perform. (F)

Describes how the core improves stability.

Uses range of body parts to stretch & move with increasing flexibility.

Demonstrates where the body's 'core' is.

Describes what flexibility is and can give examples of this.

Benchmark Key: Stamina (St) Speed (Sp) Core Strength & Stability (CS&S) Flexibility (F)

PEPAS Points to Consider Second Level

- Repetition of skills will be key throughout second level to ensure development & progression within the level.
 - Learner voice is an essential component of leading their own learning & enable them to reach the benchmarks.
 - Learners should be able to work effectively, both individually or with others across a range of contexts.
 - To achieve the benchmarks, learners should engage in a range of the following:
 - Striking & fielding, Net Wall Games, Invasion Games, Athletics, Aesthetics, Target
- Please note, there are a number of contexts & potential sports/activities which can be used to promote the development of PEPAS skills. Below offers some examples, but is not an exhaustive list – practitioners are encouraged to use their creativity and professional judgement to plan a broad range of experiences.

Possible Contexts for Learning

- Performs movement skills with confidence e.g. forward roll to standing position in gymnastics.
- Demonstrates eye/hand co-ordination to execute movement skills e.g. kicking a ball towards a target in football.
- Maintains rhythm with equipment e.g. Swinging a bat in tennis.
- Performs actions that involve a transition from one phase to another e.g. a sequence of 3 or more movements in gymnastics (jump, forward roll, balance)
- Moves at different speeds and changes direction quickly in balance and control e.g. within a game of basketball, changing direction to receive the ball.
- Accelerates quickly from a stationary position e.g. starting a race in athletics
- Experiments with the use of speed and force with body parts and/or equipment e.g. fast arm when throwing at a target
- Makes decisions when presented with a greater variety of options and can explain why e.g. analysing why a learner moved faster/changed direction within a game.
- Manages impulsive responses to stay focused on task and filter out distractions e.g. performing a dance to music in a group setting in front of others.
- Self-assesses and acts as a peer assessor to provide constructive feedback to improve performance e.g. giving feedback on a series of passes then shooting towards a target in netball.

Education Scotland Video Links

Kinaesthetic Awareness

<https://www.youtube.com/watch?list=PLcD2TdZ4bXSnYmK5D4XJQIZR4zghZHqNp&v=0MkG3dyKtGk>

Balance & Control

https://www.youtube.com/watch?list=PLcD2TdZ4bXSI_I3bn-LW-C3yC4CtH8D9F&v=OeQbZCR58iM

Coordination & Fluency

<https://www.youtube.com/watch?list=PLcD2TdZ4bXSneTDwXgPjNm72rKZCvFZPw&v=obLWAveXJAK>

Rhythm & Timing

https://www.youtube.com/watch?list=PLcD2TdZ4bXSngTmdy8-vsH-KwIMFjB4&v=XK_dr_ljuKc

Gross & Fine Motor Skills

<https://www.youtube.com/watch?list=PLcD2TdZ4bXSkHih8FnxTnRslylWXtC0ex&v=-Rih43ia2yU>

PEPAS - Second Level Progression Tiles

PHYSICAL COMPETENCES – Kinaesthetic Awareness

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a
I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. HWB 2-22a

Makes evaluative decisions to correctly change movement patterns and speed in a range of new & varied contexts

Is internally aware of body parts and adopts body positions effectively in a variety of challenging situations. (KA)

Evaluates the availability of space to move safely & quickly into a new area in a range of contexts.

Performs and refines movement with a focus on quality, using different speeds/pathways/levels. (KA)

Isolates different parts of the body to respond to different & increasing challenges.

Moves efficiently in personal and shared space. (KA)

Adapts body movements to correctly change & combine movement patterns.
e.g. run to skip.

Adapts body to demonstrate the transition from one movement to another e.g jump into a roll, balance into a cartwheel.

Differentiates movements of the body sequentially eg rolling head, neck, shoulders, pelvis.

Adapts movements to travel around a shared space avoiding others & objects.

Performs movements by changing height.

Builds on knowledge of movement to make quick decisions about travel by changing direction.

Accurately adapts body positions to demonstrate more complex positions & balances.

Analyses a shared space to make decisions about safe movement.

Demonstrates knowledge of movement to travel at different speeds.

Applies knowledge of movement to safely travel along equipment.

Adapts body positions and holds simple balances.

Independently demonstrates basic movement patterns based on a cue.
e.g. run backwards, side-step, hop, jog on spot, gallop.

Uses awareness of body movements to climb safely on and off equipment.

Demonstrates effective control of the body using core stability.

PEPAS - Second Level Progression Tiles

PHYSICAL COMPETENCES – Balance & Control

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a

I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. HWB 2-22a

Creates & performs new sequences of movements maximising control and accuracy.

Combines and applies static and dynamic balance with and without equipment at different speeds, directions and levels, for example, dodging and feinting. (BC)

Assesses and reviews situations to implement controlled manipulation of objects for a desired outcome e.g. striking, control, send and receive with objects or hand.

Experiments with segmented movements exemplifying control and accuracy of movement.

Makes judgements to demonstrate balance when adapting to varying speed, directions and levels.

Manipulates objects while maintaining balance to result in desired outcomes, for example, baton changeover in relay race. (BC)

Differentiates between movements of different parts of the body, with a focus on quality, for example, rolling segmentally, leading first with the head, followed by the shoulders and then the pelvis. (BC)

Experiments with movement & objects by varying weight and direction of strike with increased hand/eye or foot/eye coordination.

Selects and performs a variety of movement skills in sequence - moving fast or slow, high or low, in different situations e.g off equipment, changing direction etc.

Extends understanding of movement to demonstrate moving different parts of the body sequentially e.g. rolling from head, then neck, then shoulders, then pelvis.

Demonstrates and explains hand/eye or foot/eye coordination in aim and controlled weight of pass.

Performs a variety of movement skills in sequence, moving fast or slow, high or low.

Understands how to move different parts of the body in isolation.

Identifies and varies the weight and direction of pass/throw.

Performs simplistic movement skills in sequence e.g. bouncing balls with racquet, keepy ups etc.

PEPAS - Second Level Progression Tiles

PHYSICAL COMPETENCES – Coordination & Fluency

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a

I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. HWB 2-22a

Performs a sequence of movements with a clear beginning, middle and end with increasing fluency, for example, a cartwheel followed by a forward roll. (CF)

Creates a high quality sequence of movements using a variety of stimuli. The sequence has several movements which link together fluently, showing control throughout.

Uses feedback to demonstrate performing a skill with quality movement & modifications to improve the performance.

Repeats a movement skill in a sequence with or without equipment showing increased confidence in doing so.

Moves with purpose and confidence, demonstrating balance, control and rhythm. (CF)

Confidently tracks an object with eyes and reacts using feet or hands which allows performance of a range of skills showing hand/foot/eye coordination.

Explains what a quality movement looks like and feels like, to help modify and improve performance. (CF)

Confidently links skills together that involve transitions from one phase to another e.g. change of level, tempo, direction or pathway.

Begins to show an element of rhythm in movements by demonstrating skills that flow together.

Listens to feedback & looks for ways to make improvements.

Performs a range of dynamic movements and describes how the body feels when in motion.

Performs a sequence of movements with a clear beginning, middle and end.

Begins to perform a range of skills linked together that involve a change of level, direction or tempo.

Develops confidence in linking movement skills to repeat an action with and without equipment.

Identifies what a quality movement looks like by performing a skill following instructions.

Creates a short sequence of 3 or more movements which are linked together and performed with some quality.

Increasingly uses an element of rhythm in movements by demonstrating skills that flow together with and without the use of equipment.

Moves with purpose in different directions using different body parts in a range of contexts, on & off equipment.

PEPAS - Second Level Progression Tiles

PHYSICAL COMPETENCES – Rhythm & Timing

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a

I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. HWB 2-22a

Assesses, reviews and modifies rhythmic movements in response to stimuli

Interprets a range of stimuli both individually and with others to influence the use of movement and rhythm e.g fast, slow, steady, sharp, flowing movements etc.

Creates sequences of movement using a variety of stimuli with a focus on quality. (RT)

Experiments with sequential movements, demonstrating increased rhythm & timing.

Starts to select appropriate movements in relation to avoiding, intercepting or receiving an oncoming target.

Chooses appropriate movements using rhythm to keep in time with self, others & music.

Coordinates and moves appropriately to best maintain rhythm whilst working individually or with others.

Compares and makes decisions to purposefully move with rhythm across a range of variables, e.g. tempo, speed, height, target.

Maintains rhythm with or without equipment, for example, pass and move, keeping possession of the ball. (RT)

Explores rhythm when moving on and off equipment using different body parts or manipulating objects e.g bats, racquets, balls, sticks etc.

Replicates a series of movements together to achieve rhythm.

Creates a sequence of movements, smoothly transitioning from one phase to another.

Performs actions that involve a transition from one phase to another, for example, forward roll into straight jump. (RT)

Links movements together using a variety of skills and attempts to perform these with fluency in a range of more complex & challenging contexts.

Demonstrates a variety of movements which link together exemplifying smooth transitions and fluency.

Identifies individual movements which can be linked together.

PEPAS - Second Level Progression Tiles

PHYSICAL COMPETENCES – Gross & Fine Motor Skills

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a
I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. HWB 2-22a

Analyses quality of movement skills for future improvement.

Performs movement skills in sequence with confidence, for example, keeping the ball up with bat/racquet. (GFMS)

Demonstrates eye/hand and eye/foot co-ordination to execute movement skills, for example, striking a ball with a bat or kicking a ball towards a target. (GFMS)

Evaluates a range of contexts to demonstrate movement skills in challenging situations.

Performs different movement skills showing a change of tempo, direction or pathway.

Performs movement skills with confidence, for example, using active footwork to move to a space to receive the netball. (GFMS)

Performs movements using a range of equipment and targets.

Demonstrates a sequence of linked movement skills with increasing confidence.

Utilises a range of movement skills in a range of contexts.

Demonstrates movement skills using individual body parts with increasing confidence.

Performs eye/hand and/or eye/foot skills in a co-ordinated manner to execute different movement skills.

Performs a series of different footwork movement skills with confidence to travel within a space.

Uses equipment to demonstrate movement skills confidently.

PEPAS – Second Level Progression Tiles

COGNITIVE SKILLS

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a
I practise, consolidate and refine my skills to improve my performance. HWB 2-22a

Applies focus & concentration for extended periods of time across a range of challenging contexts.

Responds to feedback to compare own performance against a given standard and identifies next steps.

Plans a series of three or more actions in order to address simple movement challenges. (ST)

Manages impulsive responses to stay focused on task and filter out distractions, for example, taking a shot in netball with defender in front of the net. (FC)

Adapts previous plans, movement skills and strategies to generate a solution and explains why it is the most effective. (PS)

Practices a series of movements demonstrating creativity to complete a given task.

Evaluates own actions & movements taken to determine improvements in performance.

Makes decisions when presented with a greater variety of options and can explain why. (DM)

Manages movements and distractions to achieve a successful outcome.

Takes in and makes sense of several pieces of information at the same time, from a number of different sources which contribute to successful performance. (MP)

Rationally justifies choices of action & movement.

Selects and coordinates movements to make a sequence of physical actions.

Uses prior knowledge & experiences to predict how chosen actions will ensure success.

Demonstrates flair, originality and imagination that contributes to a quality performance. (C)

Creates and adapts movement sequences independently and with others in response to stimuli. (C)

Recognises a range of cues and begins to prioritise those that need to be responded to first. (CR)

Recognises the importance of particular moments, or actions in a sequence. Draws on prior knowledge to select an effective order that contributes to successful performance. (P)

Discusses with others how stimuli can influence movement and creativity.

Recognises and responds to instructions & cues with immediacy & a sense of purpose/urgency.

Demonstrates and coordinates vision, actions & movement to navigate space, objects and others.

Demonstrates creativity when experimenting with actions & movements across a range of contexts independently & with others.

Benchmark Key: Focus & Concentration (FC) Cue Recognition (CR) Sequential Thinking (ST) Prioritising (P) Decision Making (DM)
Multi-processing (MP) Problem Solving (PS) Creativity (C)

PEPAS - Second Level Progression Tiles

PERSONAL QUALITIES (Note: This pathway covers 2 pages)

I practise, consolidate and refine my skills to improve my performance. HWB 2-22a

While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. HWB 2-23a

By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further. HWB 2-24a

Demonstrates understanding that we play a role in encouraging others. (M)

Self-assesses and acts as a peer assessor to provide constructive feedback to improve performance. (C&SE)

Demonstrates self-reliance when faced with movement challenges in familiar and unfamiliar practice and performance environments.(C&SE)

Celebrates, values and uses achievements as part of development and progress. (C&SE)

Constructively provides feedback to others which encourages improvements in performance.

Identifies and appropriately celebrates the achievements of self & others and shares why this was a moment of success.

Sets and acts upon personal goals based on knowledge and understanding of what it means to perform well. (M)

Is self-motivated in movement challenges and demonstrates positive effort. (M)

Initiates and works co-operatively with others providing support and encouragement. (C&SE)

Shows increasing independence and confidence when faced with new tasks/activities.

Takes account of the views of others. Responds appropriately, for example, by asking and answering questions, clarifying points and building on ideas. (C).

Expresses ambition through clearly identified personal goals, identified through peer and self-assessment & identified success criteria.

Demonstrates good teamwork skills when working across a range of contexts (e.g listening, compromise, turn taking etc)

Demonstrates a growth mindset to respond to new challenges.

Explains factors that affect and influence participation in physical activity, for example, attitude, access, personal and/or family preference. (M)

Clearly explains the skills involved in good teamwork when reflecting on performance.

Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments, for example, shout and signal for the ball. (C)

Recognises and reflects on factors which affect performance across a variety of opportunities.

Communicates explicitly & regularly with others throughout activities via a range of methods e.g verbally & non-verbally.

Understands what components make a quality performance/activity.

Applies an understanding of communication skills when working individually, in pairs, small or larger groups.

Benchmark Key: Motivation (M) Confidence & Self-Esteem (C&SE) Determination & Resilience (D&R) Responsibility & Leadership (R&L)
Tolerance & Respect (T&R) Communication (C)

PEPAS - Second Level Progression Tiles

PERSONAL QUALITIES (Note: This pathway covers 2 pages)

I practise, consolidate and refine my skills to improve my performance. HWB 2-22a

While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. HWB 2-23a

By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further. HWB 2-24a

Demonstrates understanding of the positive link between effort, perseverance, and personal achievement. (D&R)

Develops the ability to manage emotions to enhance performance. (D&R)

Encourages others when both winning & losing

Reflects critically on a loss & takes positive action to improve performance.

Identifies and discusses strategies around competition to cope appropriately with the outcomes. (D&R)

Learns from a loss and shows resilience to improve performance.

Discusses how it feels to win or lose.

Understands and demonstrates a positive response to both winning & losing in more challenging or higher-pressure contexts.

Understands & describes a range of reasons for a successful or unsuccessful outcome.

Contributes to an inclusive ethos, showing mutual respect in practice and performance environments. (T&R)

Shows increasing empathy with others – regardless of outcome.

Listens to and responds to the ideas, thoughts and feelings of others, and is developing negotiation skills when dealing with movement challenges. (T&R)

Welcomes & acts upon feedback from others to improve performance.

Enhances individual and group enjoyment of physical activity through fair play. (T&R)

Understands & demonstrates good sportsmanship & fair play for example taking turn, the rules of the game, congratulating winners etc.

Provides support for others in a team situation

Demonstrates planning and organisational skills which are conducive to learning. (R&L)

Reflects on a range of performance opportunities to identify the components of an initial plan for action.

Identifies and adopts strategies to increase self-control for enjoyable individual performance and/or with others. (R&L)

Utilises own strengths & strengths of others to identify team roles and improve performance.

Exercises self-control in a range of challenging situations.

Adopts a variety of roles that lead to successful outcomes. (R&L)

Applies the qualities of good leadership in own actions.

Demonstrates understanding of the leadership role. (R&L)

Identifies qualities of good leadership.

Understands why teams need a captain or a coach.

Benchmark Key: Motivation (M) Confidence & Self-Esteem (C&SE) Determination & Resilience (D&R) Responsibility & Leadership (R&L)
Tolerance & Respect (T&R) Communication (C)

PEPAS - Second Level Progression Tiles

PHYSICAL FITNESS (Note: This pathway covers 2 pages)

I am developing and sustaining my levels of fitness. HWB 2-22a

Sets personal goals for sustaining moderate to vigorous physical activity that leads to improvement. (St)

Identifies types of physical activity where stamina is key to success. (St)

Demonstrates understanding of how to sustain moderate to vigorous physical activity that provides challenge. (St)

Explains why stamina is important.

Describes speed, stamina & heart rate and their impact on different parts of the body.

Tracks impact of different activity on pulse e.g high vs low impact movement.

Demonstrates understanding of heart rate and how to measure it. (St)

Justifies own preferences for physical activities & choices

Successfully finds & measures pulse before & after activity.

Describes how personal preference and choice can influence participation in physical activity. (St)

Understands the factors affecting choice of physical activity e.g mood, level of energy, previous experience etc.

Sets personal goals to improve speed. (Sp)

Experiments with the use of speed (with body parts and/or equipment), for example, fast arm when throwing a ball. (Sp)

Experiments using a variety of speeds across a range of contexts.

Identifies physical activities where speed is key to success. (Sp)

Moves at different speeds and changes direction quickly in balance and with control. (Sp)

Experiences the opportunity to travel at different speeds across a range of contexts & can explain the impact of changing pace/direction on the outcome.

Explains how travelling at different speeds impacts on performance & outcomes.

Demonstrates body and posture control when starting, stopping, moving & changing direction or with/ without equipment.

Accelerates quickly from a stationary position. (Sp)

Responds positively to triggers that signal increased speed is necessary with increasing immediacy & reaction time.

Benchmark Key: Stamina (St) Speed (Sp) Core Strength & Stability (CS&S) Flexibility (F)

PEPAS - Second Level Progression Tiles

PHYSICAL FITNESS (Note: This pathway covers 2 pages)

I am developing and sustaining my levels of fitness. HWB 2-22a

Shows postural control when performing physical actions with accuracy. (CS&S)

Uses feedback to make adaptations to performance which improves core strength & stability across a range of contexts.

Performs a range of effective, dynamic movements specific to physical activities. (F)

Experiments with the use of force (with body parts and/or equipment), for example, absorbing force with the ankles, knees and hips during landing. (CS&S)

Sets personal goals to improve core stability and strength. (CS&S)

Experiments with movement showing increasingly complexity e.g. fluent dynamic movements, specific to a range of activities.

Reflects on own performance to identify successful use of body, balance and control.

Evaluates own performance & accepts feedback from others about successes & areas for improvement.

Demonstrates understanding of the impact of flexibility on everyday life and sets personal goals to improve.(F)

Identifies physical activities where core stability and strength are key to success. (CS&S)

Explains and demonstrates how to make a balance more stable. (CS&S)

Identifies physical activities where flexibility is key to success. (F)

Experiments with use of balance.

Compares activities where flexibility is key to a good performance.

Explains impact of core strength & stability on performance & outcomes.

Provides an explanation of core stability & strength.

Experiments with different body positions.

Understands why core strength & stability are important.

Explains why flexibility is important.

Explains impact of flexibility on performance & outcomes.

PEPAS Points to Consider Third Level

- Repetition of skills will be key throughout third level to ensure development & progression within the level.
- Learner voice is an essential component of leading their own learning & enable them to reach the benchmarks.
- Learners should be able to work effectively, both individually or with others across a range of contexts.
- To achieve the benchmarks, learners should engage in a range of the following:
 - Striking & fielding, Net Wall Games, Invasion Games, Athletics, Aesthetics, Target

Please note, there are a number of contexts & potential sports/activities which can be used to promote the development of PEPAS skills. Below offers some examples, but is not an exhaustive list – practitioners are encouraged to use their creativity and professional judgement to plan a broad range of experiences.

Possible Contexts for Learning

- Refine simple and complex movement skills/sequences and can select, adapt and apply these in play, modified sports, dance, gymnastics, athletics, sports, physical activities, aquatic activities, and outdoor learning. E.g drop shot in Badminton
- Work individually and with others to practise and refine movement patterns and sequences. E.g complex movements to music
- Demonstrate increasing control of the body. Create, rehearse and perform a broad range of specialised movement skills/techniques with greater control and precision. E.g serve in Tennis
- Use strategic thinking and be more proactive in decision-making to solve movement challenges and improve performance. E.g receives a pass, feints, then passes to unmarked team-mate in Basketball
- Understand the importance of an active lifestyle and personal attitudes and beliefs about physical activity and differences in physical ability and needs.
- Adapt performance to variables such as space, other participants and equipment and are increasingly creative in developing new games, establishing rules and setting fair procedures for safe conduct.
- Understand fair play and sportsmanship, recognise and acknowledge these qualities in others and demonstrate an increasing ability to negotiate and initiate roles within teams, including opportunities for leadership.

Education Scotland Video Links

Kinaesthetic Awareness

<https://www.youtube.com/watch?list=PLcD2TdZ4bXSnYmK5D4XJQIZR4zghZHqNp&v=GantwsL5HoE>

Balance & Control

https://www.youtube.com/watch?list=PLcD2TdZ4bXSI_I3bn-LW-C3yC4CtH8D9F&v=1moK7HPtXaM

Coordination & Fluency

https://www.youtube.com/watch?list=PLcD2TdZ4bXSneTDwXgPjNm72rKZCvFZPw&v=p6org_mvEBM

Rhythm & Timing

https://www.youtube.com/watch?list=PLcD2TdZ4bXSngTmdy8-vsH-KwIMFjB4&v=yprAu_3pUyl

Gross & Fine Motor Skills

<https://www.youtube.com/watch?list=PLcD2TdZ4bXSkHih8FnxTnRslylWXtC0ex&v=mEbI9RnH6mQ>

PEPAS - Third Level Progression Tiles

PHYSICAL COMPETENCES – Kinaesthetic Awareness,

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 3-21a

I practise, consolidate and refine my skills to improve my performance. HWB 3-22a

Evaluating available spaces to effectively make decisions about which space is safe/correct to move to.

Analyses space to adapt movement patterns quickly, to make adjustments as the space available demands.

Demonstrates an awareness of self, others and safe working consistently in the practice and performance environments (KA)

In closed and open situations, independently demonstrates basic and complex movement patterns on cue.

Awareness of available space and how to arrive there efficiently.

Performs, adapts and refines a variety of movements with a focus on quality, using different speeds/pathways/levels. (KA)

Creates and adapts body positions to hold simple and complex balances at different levels.

Appropriately decides which direction of travel to move into and at what speed

Awareness of different heights and can adapt body positions to effectively perform a skill/movement at different levels

Ability to apply movement skills to use space safely. Including use of equipment.

Is internally aware when co-ordinating hand-eye/hand-foot movements to control different pieces of equipment, for example, drop shot in badminton. (KA)

Adapts body positions to manipulate equipment

Can apply different movements and patterns in a sequence while moving into different spaces

Isolates specific body parts to perform skills/movements on demand of the environment.

Safely moves on, off and along equipment to create movement and movement patterns.

Understands movement and patterns to identify how to safely navigate space and equipment.

PEPAS - Third Level Progression Tiles

PHYSICAL COMPETENCES – Balance & Control

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 3-21a
I practise, consolidate and refine my skills to improve my performance. HWB 3-22a

Devises individual skills and movement sequences using control and accuracy

Assesses and reviews surroundings to manipulate objects when sending and receiving to achieve the correct outcome.

Makes effective decisions to demonstrate balances adapting to demands of apparatus and equipment.

Creates movement plans to maximise space and use of apparatus to demonstrate skills

Performs smooth transfers of weight with and without equipment involving static and dynamic balance. (BC)

Demonstrates increasing effective control of objects while using a variety of equipment and can use hand/eye and foot/eye coordination to achieve this.

Differentiates between movements of different parts of the body with control, for example, front crawl. (BC)

Manipulates objects with precision while maintaining balance, for example, set shot in basketball. (BC)

Selects appropriate movements to control an object and move into correct spaces in response to environment.

Holds stable positions and balances in challenging contexts

Controls the weight of object throw/ kick when aiming for a target.

Controls individual body parts in isolation.

Under pressure, controls objects when changing speed, direction and level.

Identifies which appropriate body are required and understands how these work together to make specific movements.

Sends objects in required direction using the body and equipment.

Demonstrates control and balance when passing an object to a teammate under pressure.

PEPAS - Third Level Progression Tiles

PHYSICAL COMPETENCES – Coordination & Fluency

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 3-21a
I practise, consolidate and refine my skills to improve my performance. HWB 3-22a

Creates and performs
a sequence of movements which
are linked together and performed with
increased quality.

**Performs a fluent sequence of
movements with confidence.
(CF)**

Confidently links a series of skills together
that involve transitions from one phase
to another e.g change of level, tempo, direction or
pathway, demonstrating a desired outcome.

Demonstrates a number of movement
skills in a sequence, with or
without equipment, showing
a desired outcome.

Creates a high-quality sequence of movements with
increasing fluency & control.

Experiments with rhythm, coordination &
fluency in my movement across a range of
contexts.

**Demonstrates efficient
movement that leads to
successful outcomes. (CF)**

Applies knowledge of quality movements
to perform a range of skills following
instruction and receiving feedback.

Identifies what a quality movement looks
like with increasing confidence &
articulation of skills.

**Evaluates the key elements of
movement that lead to a
quality performance. (CF)**

Reflects on feedback received to
create an improved
performance.

Modifies the use of the body across a range of
contexts.

Offers others constructive & respectful
feedback to modify and improve the
performance.

Explains the reason why a movement did not achieve a
successful outcome and makes adjustments
accordingly.

Moves with quality and purpose in different directions
using different body parts in a range of contexts.

PEPAS - Third Level Progression Tiles

PHYSICAL COMPETENCES – Rhythm & Timing

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 3-21a
I practise, consolidate and refine my skills to improve my performance. HWB 3-22a

Performs, assesses, reviews and modifies rhythmic movements in response to music, or set criteria.

Creates sequences of movement using a variety of stimuli with a focus on quality. (RT)

Creates and establishes a rhythm to make the opportunity for timing available, for example, fluent passing round the key then player cuts to basket. (RT)

Creates a sequence of movements transitioning from one phase to another.

Interprets a range of stimuli both individually, and with others, to influence the use of movement and rhythm for an intended outcome.

Coordinates and moves appropriately to best maintain rhythm, both alone and whilst working with others.

Compares and makes decisions about movement with consideration for different variables, e.g. speed, timing, on/off equipment.

Justifies use of timing and movement in relation to navigating a variety of targets/objects.

Compares and makes decisions to purposefully move with rhythm and control across a range of variables, e.g. tempo, speed, height, target.

Demonstrates rhythm when moving on and off equipment using different body parts or manipulating objects e.g bats, racquets, balls, sticks etc.

Performs actions that involve a smooth transition from one phase to another, for example, dance sequence; jump, clap, slide and pause. (RT)

Chooses and applies appropriate movements using rhythm to keep in time with self, others & music.

Discusses and demonstrates a variety of movements which link together exemplifying smooth transitions and fluency.

Describes quality movement and use of rhythm to inform next steps in performance.

Replicates a series of more complex movements together to achieve rhythm.

PEPAS – Third Level Progression Tiles

PHYSICAL COMPETENCES – Gross & Fine Motor Skills

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 3-21a
I practise, consolidate and refine my skills to improve my performance. HWB 3-22a

Composes and adapts a range of movements individually and with others in more complex scenarios.

Performs specialised movement skills/techniques with precision. (GFMS)

Performs a series of actions & movement related to a context with increasing confidence & skill e.g sprint forward, trap ball, pass and move which supports possession.

Performs individual skills and movement sequences using consistent control and accuracy.

Assesses and reviews surroundings to execute correct skill for best outcome across a range of contexts.

Transfers skills learned in one performance environment to a different one, for example, overarm throw /overhead shot in badminton. (GFMS)

Performs skills in practise and performance environments with increasing confidence.

Identifies parts of the body used to perform skills in a variety of different environments.

Uses eye/hand and eye/foot coordination as part of skilful performance. (GFMS)

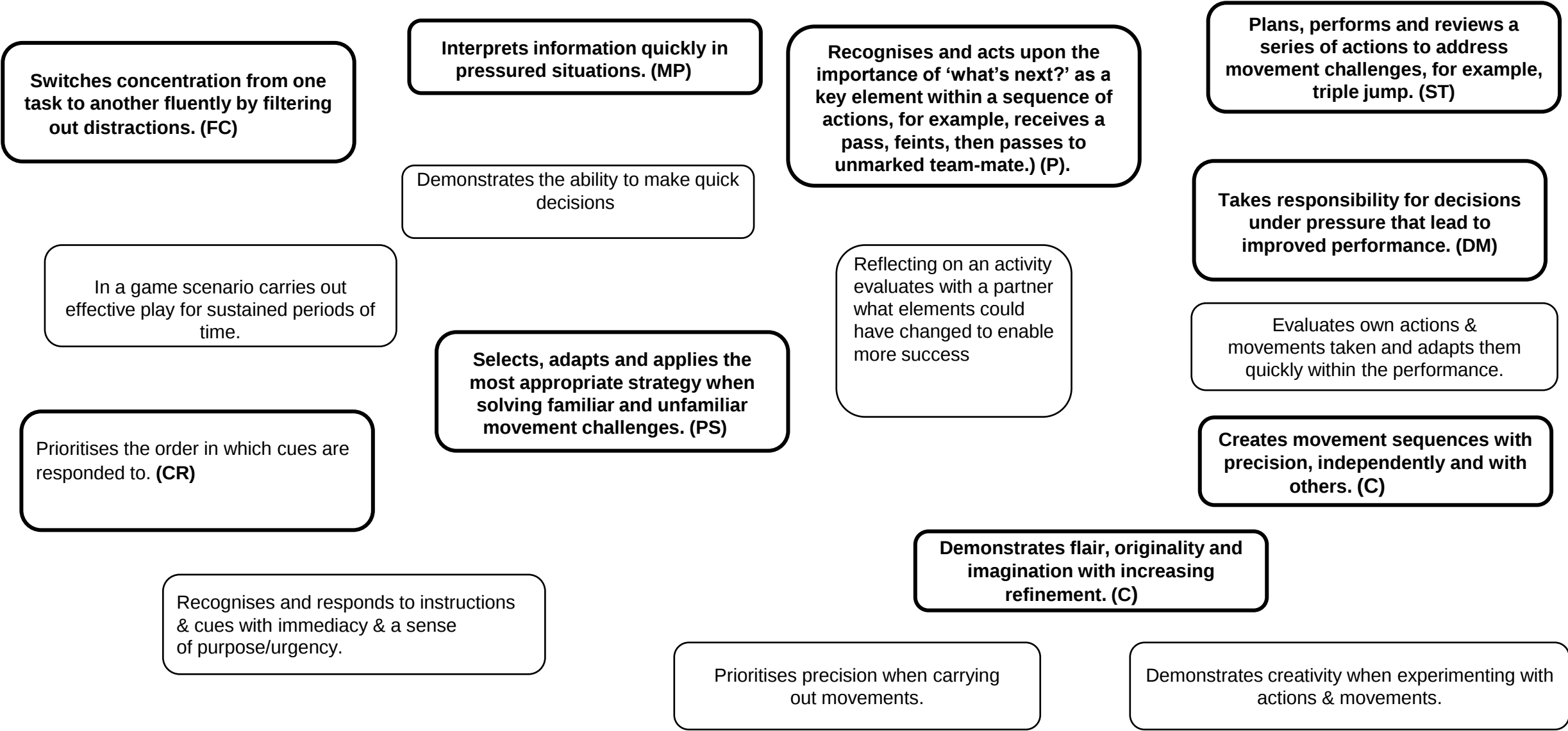
Performs eye/hand and/or eye/foot skills in a co-ordinated manner to execute different movement skills in a pressured environment.

Co-ordinates movements accurately using a variety of different equipment.

PEPAS – Third Level Progression Tiles

COGNITIVE SKILLS

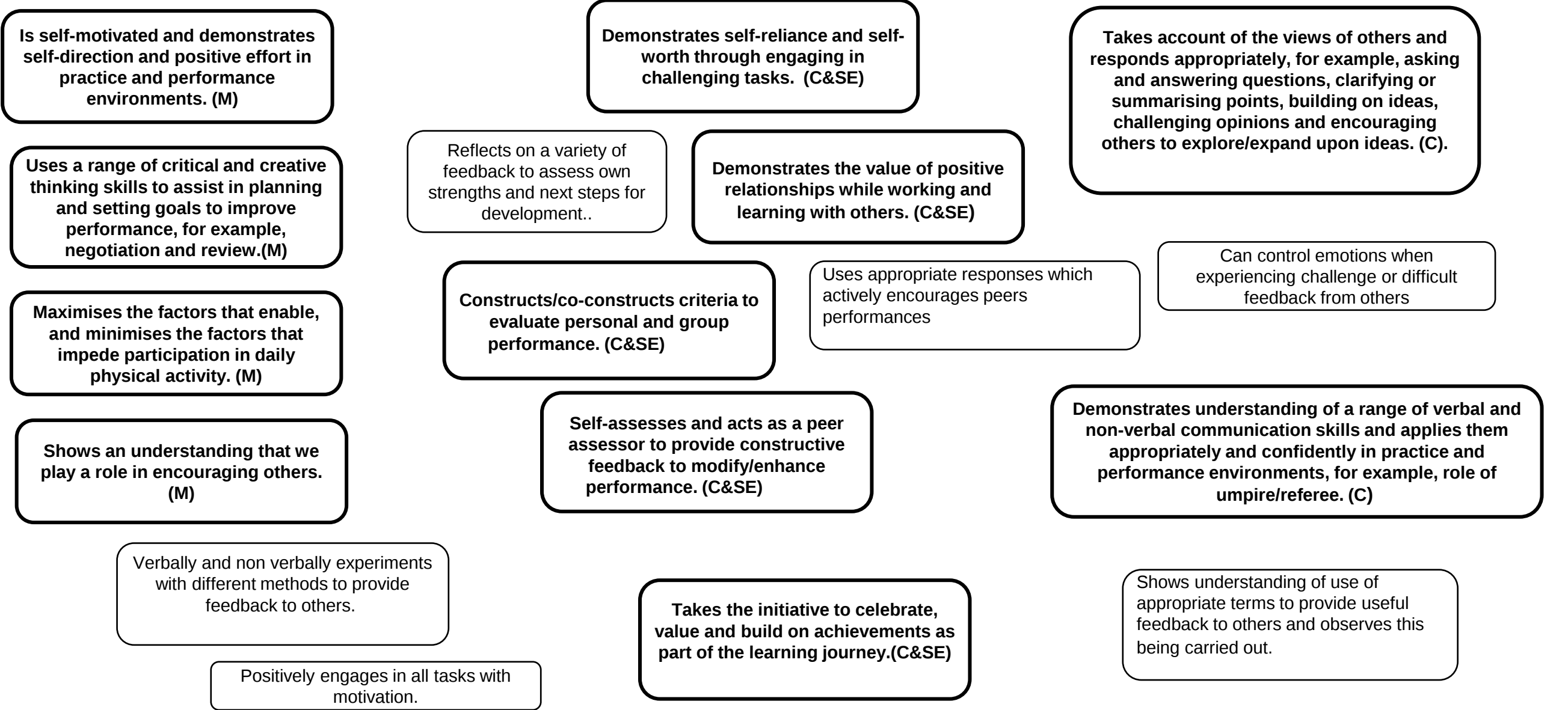
As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 3-21a
I practise, consolidate and refine my skills to improve my performance. HWB 3-22a



PEPAS – Third Level Progression Tiles

PERSONAL QUALITIES (Note: This pathway covers 2 pages)

I practise, consolidate and refine my skills to improve my performance. HWB 3-22a
I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies. HWB 3-23a
I can analyse and discuss elements of my own and others’ work, recognising strengths and identifying areas where improvements can be made. HWB 3-24a



PEPAS – Third Level Progression Tiles

PERSONAL QUALITIES (Note: This pathway covers 2 pages)

I practise, consolidate and refine my skills to improve my performance. HWB 3-22a
I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies. HWB 3-23a
I can analyse and discuss elements of my own and others’ work, recognising strengths and identifying areas where improvements can be made. HWB 3-24a

Initiates and adopts coping strategies in response to the outcomes of competition, for example, self-talk. (D&R)

Demonstrates understanding of the positive link between effort, perseverance, and personal achievement. (D&R)

Recognises the variety of emotions that are associated with performing and the impact they have on behaviour and performance. (D&R)

Develops the ability to manage emotions to enhance performance. (D&R)

Uses emotional intelligence to modify responses appropriately to challenges.

Contributes to an inclusive ethos, showing mutual respect in practice and performance environments. (T&R)

Uses negotiation skills when working with others in a variety of movement challenges. (T&R)

Adapts a game to allow inclusive performance for all.

Modifies rules, equipment and scoring systems to enhance individual and group enjoyment of physical activity through fair play and etiquette. (T&R)

Shows an increasing commitment to learning. (R&L)

Engages in critical discussions to influence motivation and commitment.

Plans and manages learning that satisfies personal needs and interests. (R&L)

Initiates appropriate strategies to address self-control for successful and enjoyable performance. (R&L)

Identifies the strengths of individuals/group to assign appropriate roles and tactics to maximise success. (R&L)

Leads with confidence and respect, taking account of the views of others. Encourages others to lead where appropriate.(R&L)

Adapts leadership approaches when working across a range of teams/ environments.

PEPAS - Third Level Progression Tiles

PHYSICAL FITNESS (Note: This pathway covers 2 pages)

I am developing and sustaining my levels of fitness. HWB 3-22a

Measures heart rate, pays attention to breathing rate and ability to talk, in order to monitor body's reaction to physical activity. (St)

Evaluates the use of speed in a range of scenarios to predict improvements in performance.

Experiments across a variety of activities which increase heart rate

Explains why some cultural and social factors influence participation in physical activity. (St)

Moves at different speeds and changes direction quickly with precision. (Sp)

Accelerates quickly from a stationary position in response to movement challenges, for example, moves quickly to close down opponent. (Sp)

Takes responsibility for sustaining moderate to vigorous physical activity that provides challenge. (St)

Researches cultural differences in how participation is encouraged.

Creates, implements and monitors personal goals for sustaining moderate to vigorous physical activity. (St)

Demonstrates the use of speed (with body parts and/or equipment) with precision and control, for example, arm pull phase in front crawl. (Sp)

Creates, implements and monitors personal goals to improve speed. (Sp)

Uses a variety of methods to demonstrate understanding of physical activity affects on the body

Adapts the use of speed with confidence in individual and group settings to maximise performance.

Identifies activities which require stamina and uses these to perform

Demonstrates stamina in physical activity to support successful performance. (St)

Demonstrates speed in physical activities for successful performance. (Sp)

PEPAS - Third Level Progression Tiles

PHYSICAL FITNESS (Note: This pathway covers 2 pages)

I am developing and sustaining my levels of fitness. HWB 3-22a

Critically justifies progress against personal goals outlining areas of strength and development.

Creates, implements and monitors personal goals to improve core stability and strength. (CS&S)

Creates, implements and monitors personal goals to improve flexibility. (F)

Uses a range of evaluative tools to track measures of improvement individually and in small groups

Performs a range of effective, dynamic movements specific to physical activities. (F)

Performs a series of different movements to evidence stability, strength & flexibility

Applies knowledge of physical fitness to identify elements which improve or inhibit performance.

Demonstrates the use of force (with body parts and/or equipment) with precision and control, for example, absorbing force when tackling an opponent in rugby.. (CS&S)

Demonstrates core stability and strength in physical activities for successful performance. (CS&S)

Demonstrates the use of balance, postural control and the links to core stability. (CS&S)

Demonstrates flexibility in physical activities to support successful performance. (F)

Explains the benefits associated with flexibility to everyday life. (F)

Combines a series and variety movements to evidence stability, strength & flexibility